DOCUMENT RESUME

ED 189 251 UD 020 762

TITLE Special Education in Transition.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
PUB DATE 10 Sep 79
NOTE 56p.: Tables may be marginally legible due to small print. Pages 3 and 4 (tables) have been deleted due to broken print.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrative Change: *Administrative Organization: *Compliance (Legal): *Educational Improvement: Elementary Secondary Education: *Special Education
IDENTIFIERS *New York (New York)

ABSTRACT

This report contains recommendations by the New York City Board of Education's Division of Special Education for (1) integrating the School Mental Health Services Plan with the current pupil certification process, and (2) restructuring the leadership system of the Field Operations Unit. The major emphasis in the recommendations is to develop a special education program in New York City which can meet the challenges set forth in State and Federal laws, in recent court cases, and in the Chancellor's and Board's commitments to improve the quality of life for all children in the city. The present structure of the Division of Special Education is described and the establishment of two new offices (the Office of Student Support Services and the Office of Instructional Programs and Services) is proposed. The structures and functions of these new offices are outlined. Appended to the report are technical details concerning the staffing and day-to-day operations of the offices. (Author/GC)

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ED189251

NEW YORK CITY
BOARD OF EDUCATION
DIVISION OF SPECIAL EDUCATION

SPECIAL EDUCATION IN TRANSITION

JERRY C. GROSS, EXECUTIVE DIRECTOR

SEPTEMBER 10, 1979

UD020762

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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NEW YORK CITY
BOARD OF EDUCATION

SPECIAL EDUCATION IN TRANSITION

SEPTEMBER - 1979

Introduction

This report to the Board of Education contains recommendations by the Division of Special Education for: (1)integrating the School Mental Health Services Plan with the current pupil certification process; and (2)restructuring the leadership system of the Field Operations Unit.

The major emphasis in these two basic recommendations is to develop a special education program in New York City which can meet the challenges set forth in the New York State special education laws and regulations, in Public Law 94-142 (The Education of all Handicapped Children Act of 1975), in recent court cases, and in the Chancellor's and Board's commitments to improve the quality of life for all children in New York City.

The themes which undergird these recommendations are: (1)delivering special education services close to the child and teacher where these services can be most effective; and (2)defining the services in order to minimize reliance on categories and labels which say little about the individual needs of children and their families.

The challenges facing the Division of Special Education are well known. Foremost among these is the need to assure compliance with state and federal mandates, including: (1)timely referral, evaluation and placement procedures; (2)programming in the least restrictive environment; (3)parental involvement during all stages of the educational process; and (4)procedural safeguards for all children and their families.

The recommendations contained in this plan are not cosmetic. They call for fundamental change, without which lasting improvements will not be realized. The recommendations are preceded by a brief summary of the present Division organizational structure.

Present Division Structure

The Division Office for Field Operations is currently organized around categorically defined Bureaus. They are:

Bureau for the Education of the Emotionally Handicapped

Bureau for the Education of the Physically Handicapped

Bureau for Children with Retarded Mental Development

Bureau for Hearing Handicapped

Bureau for Speech Improvement

Bureau for Visually Handicapped

Bronx Regional Office

In support of these Bureaus there are referral and placement procedures included under the Office for the Pupil Certification Process. These include:

Committees on the Handicapped

Administrative Units

Office of Program Review

Find Me

The relationship of these two program areas in the Division of Special Education along with the Finance and Administration Office are illustrated in Figure I.

The proposed structure gives recognition to the need for Community School Districts to have locally based, generic, special education supervisory personnel assisting them in the day to day delivery of special education instructional and support services. At the same time, the structure includes central policy making, program development and administrative functions. This balance between central and district level operations is necessary for the effective utilization of the Division's fiscal and human resources.

What follows are general recommendations for the establishment of two new offices within the Division: (1) the Office of Student Support Services, which will assume the responsibility for the present pupil certification process and the Bureau of Child Guidance; and (2) the Office of Instructional Programs and Services, which will be responsible for restructuring the present Field Operations Unit.

Figure II illustrates a proposed administrative structure for the Division.

RECOMMENDATIONS ON

OFFICE OF STUDENT SUPPORT SERVICES

RECOMMENDATIONS ON OFFICE OF STUDENT SUPPORT SERVICES

Background

On May 18, 1979, Chancellor Macchiarola promulgated a draft plan for the establishment of the Bureau of School Mental Health Services. This plan was discussed with the Board of Education and received general support. Since that time extensive review and consultation have taken place regarding this plan. Participants have included community school boards, collective bargaining units, parents advisory groups, and various parent, community, and professional agencies.

In order to coordinate effectively the work of School Mental Health Services and the Division of Special Education, extensive discussions and reviews have taken place between staff from the Office of Pupil Personnel Services, the Central Committee on the Handicapped, Project REP, the Administrative Units, and the Interim Management Team for the Division of Special Education.

Based on these discussions, a revised plan for implementation has been developed to bring about a comprehensive approach to the delivery of mental health and special education services to children in the public schools. To accomplish this in a coordinated and efficient manner, it is recommended that the Office of Student Support Services be established within the Division of Special Education, encompassing the roles, responsibilities and staff formerly under the aegis of the Office of Pupil Certification and the Bureau of Child Guidance. The Office of Student Support Services will consist of three units, each administered as follows: (1) Director of School Based Support Teams, (2) Director of Program Development for Support Services and (3) Director of Special Services. (See Figure II)

SCHOOL BASED SUPPORT TEAM MODEL

Education has become a complex activity involving classroom teachers in conjunction with teacher specialists, paraprofessionals, school nurses, psychologists, social workers, counselors, consultants, coordinators, and administrators. Parents are also evidencing more interest and desire to be involved in the education of their children.

Wherever a number of individuals have provided service directed to a single person, family, or common program, coordinating the service activities, working toward compatible or mutually supportive goals, maintaining communication and avoiding duplication of time and effort have been serious problems. Mental health teams, medical teams, business teams, government task forces, and, more recently,

educational teams have been developed for the purpose of overcoming such difficulties and enhancing the contribution of the individuals involved.

It has been demonstrated that in addition to avoiding some of the communication and coordination problems of individuals working independently, a number of persons working closely together as a team make better plans and better decisions. School based teams have been recognized as an effective means to accomplish the task of effectively evaluating and programming for the needs of children.

This plan will provide for multiple school based teams which will assist local districts and high schools in the appropriate, efficient and expedient planning and subsequent programming for the needs of all children in the city schools (See Appendix A, Guidelines on the Formation of School Based Support Teams.) The School Based Support Team will be a subcommittee of the district Committee on the Handicapped.

Each community school district will have a District Office for School Based Support Services staffed by a supervisor responsible on a line basis for school psychologists, school social workers, school neighborhood workers, and all other school based support team personnel in the local schools. This district office will also serve to coordinate the work of the School Based Support Team in each school within that district. The regional School Based Support Team office will coordinate the School Based Support Team activities within the region and act in a liaison capacity with other special education activities at the district and regional levels.

The district Committees on the Handicapped will be under the direction of the District School Based Support Team Supervisor. The district committee will be responsible for 1) placement decisions when the School Based Support Team has recommended a self-contained setting; and 2) ratification of subcommittee decisions.

The Committees on the Handicapped will continue to serve in a monitoring function to insure that all children receive appropriate special education services, as well as the availability and adequacy of special education programs. Full parental participation will be encouraged and comprehensive due process procedures will continue to be observed.

All activities involving the School Based Support Teams, the Committees on the Handicapped, and the functioning of the Administrative Units will take place within the framework of careful cooperation and planning with community school districts and the superintendent's office. A service plan will be developed for each district and subsequently within each school in that district. Service plans will be reviewed by the School Based Support Team Unit, the Office of Student Support Services and by the Division of Special

Education to insure that they meet minimum standards and comply with legal requirements.

SCHOOL LEVEL

A school based service delivery model is the basic principle governing the proposed plan. This school based approach will be utilized for both mental health services and resource type education services. These services must be available to all children in our schools, both those traditionally considered special education and those in regular education programs. To bring about education in the least restrictive environment, the Division of Special Education will identify methods and resources to meet children's needs within their home schools. Where possible, children will be retained in mainstream programs and their special needs will be met on a resource basis. To accomplish this goal, it is proposed that a School Based Support Team be established for each school (attendance center) in the city. This School Based Support Team will be responsible for assisting the school in providing appropriate services for children attending that school.

TEAM MEMBERSHIP

The School Based Support Team will consist of the parent of the child, a psychologist, a social worker, a special educator, the principal of the school (or a designee of the principal), the guidance counselor and, on an ad hoc basis, the regular classroom teacher of the child and other appropriate school personnel. The role of the School Based Support Team will be to (1) determine whether children referred to it have need for special services, (2) determine what services are to be provided, (3) provide those services when they are available within the home school, and (4) refer those children to the district Committee on the Handicapped when the services needed require a self-contained classroom or are otherwise unavailable in the child's home school. (See Appendix B for flow of activities for the school based support teams.)

The members of the School Based Support Team will determine a child's special needs and seek to meet those needs on a pre-referral basis. Many children's needs can be met through modification of existing educational approaches or through other solutions within the regular education program. When such pre-referral solutions are insufficient to meet the child's particular needs, the School Based Support Team and the parents of the child will meet to determine whether a formal evaluation is required. If it is deemed necessary, an evaluation will be conducted at the school by members of the Team in consultation with the regular school staff. Evaluations will focus on collecting data on observable, quantifiable behaviors as they affect, or are affected by, the educational process. The full School Based Support Team will review the results of this

evaluation to determine the appropriate action to be taken. When a determination has been made, the Team will recommend to the school principal the appropriate action needed to meet the child's educational needs. If the program recommended is a school based service, the principal will coordinate the implementation of the program recommendation. If a self-contained program is recommended or the program is not available within the school, the matter will be referred to the district level Committee on the Handicapped for consideration. Through all stages of this process, consultation with and consent from the parent will be obtained and full due process rights will be observed.

Team Members' Responsibilities

Psychologist - serves as part of School Based Support Team in two to three schools (depending on case load and special concentration); provides direct and consultative services and evaluations to children in mainstream and special education classes; serves as member of School Based Support Team in all schools to which assigned.

Social Worker - as per psychologist.

Special Educator - serves in one school as a resource room teacher providing direct service, evaluation, and consultation; serves as a member of School Based Support Team; is supervised by the resource program supervisor.

Principal (or a designee of the principal) - serves as a member of the School Based Support Team; is responsible for insuring coordination of school based services appropriate to the child upon recommendation of the School Based Support Team; is supervised by community school district's superintendent.

Guidance Counselor - serves as a principal provider of mental health services in schools to which assigned; serves as member of the School Based Support Team; is supervised by the school principal.

School Neighborhood Worker - a paraprofessional working with the School Based Support Team in a linkage and follow-up capacity with parents of students in need of service.

Parent - the parent(s) of the child shall be invited and encouraged to attend all meetings held to discuss the needs of their child.

Team Leader - in each school, one member of the School Based Support Team will be designated as team leader. This member will be chosen by the principal in consultation with the School Based

Support Team district supervisor, the chairperson of the District level Committee on the Handicapped, and the Community Superintendent. The Team Leader will be responsible for coordinating the work of the team in that school maintaining of records and statistics, communicating the team's recommendations to the school principal, assuring that the decisions are implemented, providing feedback to the child's teacher and the District Committee on the Handicapped chairperson, insuring that the parent is fully informed of the services and actions being provided and guaranteeing that the due process rights of parents and their children are protected.

District Level

Each District School Based Support Team supervisor shall be responsible for administrative and programmatic supervision of psychologists and social workers assigned to the schools within that district. The Supervisor will be responsible for School Based Team activities, coordination with the Committee on the Handicapped, and articulation of School Based Support Services with the district superintendent. The district will provide full administrative back-up to clinical staff and other School Based Support Team members in the schools within the district. Staff at the district level will consist of a Chairperson of the Committee on the Handicapped, Administrative Unit professional, clerical and administrative staff as needed to maintain proper records, and, in those districts where the number of staff requires, additional supervisory positions.

Regional Level

The Regional School Based Support Team Offices will be responsible for the line supervision of the 32 District Offices, administrative Unit staff and staff support to all offices whose employees are members of School Based Support Teams. This Office will be responsible for the overall supervision of psychologists and social workers, neighborhood workers; program planning, and staff development for mental health personnel; School Based Support Team activities; coordination of work with the Board of Education and outside agencies; payroll and business functions for all district offices; and overall record keeping and coordination with the student tracking system.

Central Level

The Central School Based Support Team office will be responsible for line supervision of six regional offices. This office has responsibility for developing, in conjunction with appropriate personnel, procedures consistent with Board policy on: pre-referral, referral, evaluation and program development for children with special needs in New York public schools. This office has ongoing responsibility to

monitor compliance with these policies by all regional, district and school based personnel.

SPECIAL SERVICES

In addition to the School Based Support Teams, the Office of Student Support Services will include a Special Services unit. (See Figure II)

The Special Services Unit will have responsibility for five (5) operating sections. These sections include:

- Project REP - Referral Evaluation and Placement Training
- Find Me
- Data Collection
- Budget Coordination
- Compliance Monitoring

Project REP is responsible for providing training to all staff involved in the referral, evaluation and placement process. This includes training and consultation in management and information systems as well as training in non-discriminatory procedures.

Find Me is a state/local funded program responsible for the dissemination of information in order to provide outreach and to assure identification and appropriate service to every child with special needs.

Data Collection will gather data to track and provide information from every school district, with respect to all operations of the Office of Student Support Services. This unit will liaison with Data Bank of the Division of Special Education.

Budget Coordination and Statistics will be responsible for administrative support for budget and personnel in the Office of School Support Services.

Compliance Monitoring will be responsible for coordinating and assuring programmatic compliance of public and private school programs with state and federal laws and regulations.

PROGRAM DEVELOPMENT

The Program Development unit within the proposed Office of Student Support Services will be responsible for providing inservice training and technical assistance to district based supervisory personnel, including: 1) psychological and social work supervisors, 2) educational evaluation

supervisors, and 3) school neighborhood work supervisors. Supervisors will monitor and provide technical assistance to school based and Committee on the Handicapped psychologists, social workers and educational evaluators.

INTERIM STRUCTURE AND PLAN FOR THE CONTINUED OPERATION OF EVALUATION, PLACEMENT AND MENTAL HEALTH SERVICES

The proposed changes for the Division of Special Education are extensive and will require a transition period. During this period it is essential that provisions are made to provide evaluation, placement and mental health services without interruption. To accomplish this, it is necessary to establish an interim organization under the aegis of the newly created Office of Student Support Services. This organization will consist of School Based Support Teams, the Committees on the Handicapped, the Bureau of Child Guidance, and Administrative Units.

In those districts that have been converted to the proposed model, the School Based Support Teams will provide comprehensive mental health, evaluation and placement services. In those districts which have not yet been converted, these services will continue to be provided by the Committees on the Handicapped, the Bureau of Child Guidance and Administrative Units.

EXISTING PROCEDURES

In those districts which have not yet converted to the proposed model, services will be provided by the following organizations:

Committees on the Handicapped - responsible for the evaluation and the decision making process concerning children who may be in need of special education services.

Bureau of Child Guidance - responsible for categorical treatment services to children in special education and regular education programs, and for triennial evaluations.

Administrative Units - responsible for placement services for high incidence programs on a district basis and for low incidence programs.

REVISED MODEL DISTRICTS

In September three Districts will begin to function under the proposed model of School Based Support Teams. In these districts, School Based Support Teams will be established in each school. These teams shall be responsible

for full implementation of the plan outlined. The School Based Support Teams shall provide consultation and mental health services for children in regular education programs, evaluation of children suspected of having handicapping conditions, and mental health services and special education resource services within the school in which they serve. Recommendations for programs other than resource services in the home school shall be referred by the school based teams to the district Committee on the Handicapped. These referrals will then be reviewed by the district Committee to determine an appropriate placement for the child. When a child is recommended for placement in a self contained class or in a program not available in the child's home school, the District Administrative Unit shall arrange placement in the appropriate program.

Conversion of additional districts will occur at a rate consistent with the availability of qualified personnel in sufficient numbers to provide a full complement of staff for each School Based Support Team.

BUDGET IMPLICATIONS

The projected budget for the newly formed Office of Student Support Services is contained below. This Office will be responsible for services formerly performed by the Pupil Certification Office, BCG and Administrative Units. These units have been reorganized in an attempt to consolidate staff and to eliminate duplication of services.

The Office of Student Support Services will contain three components:

1) School Based Support Teams
2) Program Development
3) Special Services.

The cost for the reorganization will reflect increases in administrative and supervisory staff as well as service providers. This will result in:

1) an increase in direct services to children,
2) an increase in field supervision in order to comply with federal and state laws and regulations,
3) an effective management structure.

Personnel and finance functions currently performed by BCG, COH and AU will become centralized in the Office of Finance and Administration.

PROPOSED REORGANIZATION

	CURRENT STRUCTURE	PROPOSED STRUCTURE	INCREASED
	108 positions for supervisors and administrators in Pupil Certification, Bureau of Child Guidance, and Administrative Units. Pupil Certification - 50 positions Bureau of Child Guidance - 45 positions Administrative Units - 14 positions	181 positions for supervisors and administrators (Levels A through IV) for all units in Office of Student Support Services.	73 positions
	1510 positions for clinical, educational and clerical staff Pupil Certification - 930 positions Bureau of Child Guidance - 573 positions Administrative Units - 7 positions	2012 positions for clinical, educational and clerical staff	502 positions
TOTAL	1618 positions - $25,000,000	2193 positions - $38,000,000	575 positions - $13,000,000

TASKS ESSENTIAL TO IMPLEMENTATION

1. Acquiring first, second and third level administrators.

2. Retraining all administrators (Division of Special Education and Field. This will be a phased-in process).

3. Establishing procedures to assure (through auditing) continued functional operation of Committees on the Handicapped (COH), Bureau of Child Guidance (BCG) and Administrative Units (AU).

4. Determining extent and direction of field supervision as it affects the eventual operation of School Based Support Teams.

5. Establishing clear supervisory lines as they relate to central and district offices.

6 Monitoring present operations to assure that children needing support or resource services have them available.

7. Training to assure that services are data based and that all preventive efforts are attempted before direct intervention is instituted.

8. Recruiting and licensing bilingual evaluators and support service providers.

RECOMMENDATIONS ON

OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES

RECOMMENDATIONS ON
OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES

Background Current Bureau Structure

It will be the responsibility of the Office of Instructional Programs and Services to provide appropriate special education programs for children who have been placed as a result of the evaluation and placement process described in the previous section. The Office of Student Support Services and the Office of Instructional Programs and Services will work closely to insure that the individual educational plans developed for each child are effectively implemented.

The current structure for providing direct instructional services is concentrated in six Bureaus organized around specifically defined handicapping conditions. These categories are used to classify and program children for special education. The system has frequently fostered artificial labeling of children as well as inappropriate placements.

Furthermore, the categories are misunderstood by parents as well as special education and regular teachers. Committees on the Handicapped and other professional staff have felt the need to "fit" the child to existing programs rather than to place him where he can best be served. The fact that categories of handicapping conditions are not effective cornerstones for the organization and administration of programs is clear, and a number of states including New York State have moved or are moving away from these traditional categories in their special education programs. This direction is based on the following logic:

1. Existing labels invite over-generalizations concerning individual children. It cannot be assumed that all children carrying a given label (e.g., educable mentally retarded, learning disabled, emotionally handicapped, etc.) have common characteristics or educational needs. For purposes of instructional planning, we cannot accept that any generalization associated with a categorical label applies to a specific child until we conduct a behavioral assessment of the child in an instructional setting. Once this more precise assessment is done, the label is no longer educationally necessary or useful, since it has been replaced with information of a far more specific nature.

2. Considerable difficulty has been encountered in adequately defining certain categories, particularly learning disabilities and social/emotional handicaps. Also, there is substantial evidence that use of intelligence

testing to identify children as EMR may introduce substantial racial and socio-economic bias into the identification process. With respect to children with learning and behavior problems referred by classroom teachers, there is a need to solve the problem which led to referral, with as little stigma associated with the services as possible.

3. Present labels shift the "burden of proof" for children's learning from school personnel, by providing unalterable conditions within the child as reasons for repeated failure. Not all educators, of course, use labels as excuses for not achieving maximum progress with children. Even in persons of good faith, however, the tendency exists to look for the cause of failure in the student, as opposed to the program, and this tendency is both reinforced and facilitated by the present categorization system.

4. Present categories provide information to the teacher which is, in large part, irrelevant for instructional purposes. Reger points out that "problems always have been identified before the diagnostic sessions ever begin" and that the diagnostic process merely results in a relabeling with a technical term of a problem which everyone understood in the first place. It is clear that, given the present categories, planning for instruction occurs as a process separate from identification of the child for special education services.

5. Present categories often become permanently attached to a child, as reflected in an estimate by Gallagher that, nationally, "far less than 10 percent of children placed in special education classes are ever returned to regular education". Flexible systems are needed so that special education services will be provided on a permanent or temporary basis, depending on the nature of the problem to be solved. Given the "inner condition" focus of current categories of exceptionality, it is too easy to regard a "learning disability," for example, as a permanent characteristic of a child rather than an identification of a specific set of problems which, at a given point in time, lead a teacher to refer a child for special help.

6. Current special education categories needlessly segregate special education from regular education by focusing on the complexities which might underlie the problem. While a teacher might feel qualified to have in his/her class a child who can't read very well or acts out too often, the same teacher might feel uneasy about having a child who is "learning disabled", "educable mentally retarded", or "emotionally handicapped" in the class. If we begin to focus on the functional problems in the classroom, rather than on the emotion-laden and often misleading terms we use to label these problems, our communication with regular teachers will be greatly enhanced.

The proposed changes in the New York City Special Education Division are in part designed to minimize the problems caused by the use of categorical labels. Admittedly it will require more than the removal of labels to eliminate the stigma associated with handicapping conditions, but it is a critical first step.

Proposed Changes

This plan eliminates the current bureau structure and replaces it with programs and services organized around the learning requirements of handicapped children. It moves away from labels and categorical delivery systems. It provides for a continuum of programs which includes teacher training for regular education staff, resource services for teachers and children, self-contained classes and special day schools. The major focus is on programs and services which enable the student to participate to the maximum degree appropriate in regular class activities. The functionally defined learning programs being proposed include:

1. Developmental Learning Program.

2. Social/Academic Learning Program.

3. Behavioral Learning Program.

4. Language/Communication Program.

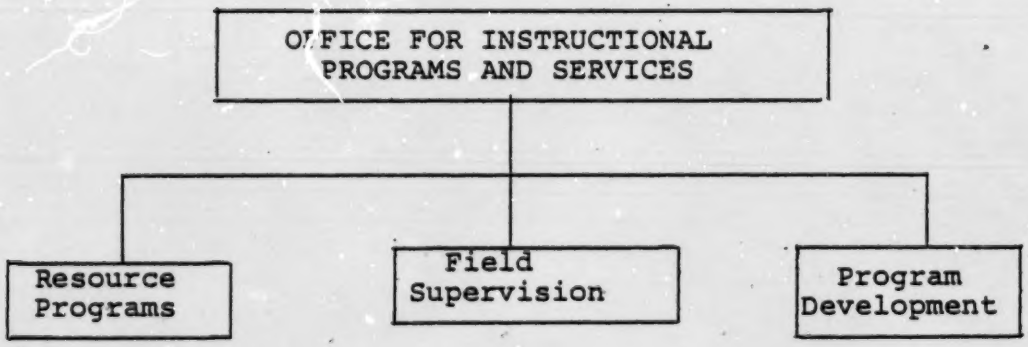
5. Physical/Sensory Development Program.

The program areas will be spelled out in more detail to describe the types of physical, emotional, behavioral, and academic needs to be met for handicapped children within each program.

Administrative Structure

To provide programs and services within these five program areas, the Office of Instructional Services will be reorganized into three major operational units:

1. Resource Programs
2. Program Development.
3. Field Supervision.



Resource Programs Unit

The Resource Programs Unit will design, develop and implement Resource Room programs for mildly handicapped children. These children will participate in regular class activities for approximately 80% of the school day, attending the resource room during the remaining 20% of time. There will be joint planning and a training program for regular and special education staff. Current Resource Rooms for Learning Disabilities and other special education resource programs will be under the jurisdiction of this unit. Children with mild handicapping conditions will be served in a resource room, with instructional programs organized around academic needs rather than handicapping conditions. Staff from the Programs Centers (described below) will assist Resource Room teachers in this effort.

This unit will also begin to develop programs for children who do not require placement in self-contained classes but who need more than one hour of daily Resource Room service. These programs will service two groups of students:

(1) children in the process of being decertified and

(2) children for whom the Resource Room has not been effective and a more restrictive environment is contemplated.

The Resource Programs Director will also be responsible for the program for speech services. The Speech Centers for the severely speech impaired are also a Resource Room service under this model.

Program Development Unit

A. Program Centers

The Director for Program Development will be responsible for the design, development and implementation of programs in more restrictive environments such as self-contained classes, day schools and alternative educational settings. The programs will be organized into five centers:

1. The Center for Developmental Learning Programs.

2. The Center for Social/Academic Learning Programs.

3. The Center for Behavioral Learning Programs.

4. The Center for Language/Communication Programs.

5. The Center for Physical/Sensory Development.

The functional criteria for placement in these programs are described in Appendix C. The current special education programs subsumed under the new centers are listed in Appendix D.

B. Support Services

In addition, the Program Development Director will design, develop and implement a support services center. Support services will be provided to individual schools which house special education classes and programs. Services will be allocated in accordance with the severity of the handicap served and the individual needs of the students.

Support services will include the following:

SETRC (Special Education Training and Resource Center)

Teacher Training Programs for Regular Education Staff

Guidance

Adaptive Physical Education

Independent Travel Training

Career Education

Job Development

Work-Study Programs

Job Placement and Referral

Remedial Instruction in mathematics and reading

The special education supervisor assigned to supervise each school will be responsible for the coordination and scheduling of these services to individual students and classes.

C. Other Program Development Activities

In addition to the above activities, the Program Development Director will be responsible for:

1. Testing Program for Special Education.

2. Reimbursable Programs.

3. Contract Aid Unit.

The Contract Aid Unit will be responsible for monitoring private schools which are approved under New York State Law Chapter 853. The unit will review and process applications for funding in non-Board of Education facilities.

D. Field Supervision Unit

The third operational unit will be the Field Supervision Unit. It will be responsible for the administration and supervision of all special education supervisors assigned to the districts and high schools. It will be headed by the Director for Field Supervision.

A special education supervisor will be assigned to each school with a special education class or program. The supervisor will be responsible for all special education activities in the school. This includes all classes regardless of category, reimbursable programs and support services. The principal and staff of the school will relate to this supervisor for program consultation and assistance.

Unit teachers will be assigned to coordinate on a daily basis the activities of special education programs in schools which house twelve or more special classes. This measure will provide additional resources and assistance to schools when supervisors are not in the school building.

Supervisors will be allocated on the basis of one to every thirty-five (35) classes. Given this ratio, there will be a minimum of two full time special education supervisors assigned to every district. Each High School Office will also have assigned special education supervisors to work exclusively with high school programs and classes.

One of the district supervisors will be designated to insure that policies and procedures are carried out uniformly in the district.

All special education teachers serving in schools shall be jointly supervised by the principal and special education supervisors. Special education supervisors will confer with the principal regarding instructional goals for the teacher and educational goals for students. The supervisor must keep the principal informed regarding the progress of the teacher and students so that they may all work together for improved performance.

Observation reports and other communications from the supervisor will be placed in the teacher's official school file.

The principal or supervisor designated by the principal must also observe the work of the teacher and shall discuss the observations with the special education supervisor and teacher. Copies of these reports are to be placed in the official school files with copies sent to the special education supervisor.

The principal is responsible for the annual rating of special education teachers who serve full-time in the school in accordance with Section 89.7 of the Chancellor's Regulations, with the exception of teachers of Speech Improvement (officially a service providing therapy to the individual child) who serve full time and are rated by their Program Director. Principals will confer with the special education supervisor prior to giving teachers their rating.

The principal will certify the attendance of all teachers. The attendance records, including records of lateness of teachers assigned full-time, shall be kept by the school secretary in the school or program office that handles the teacher's payroll.

Special Circular No. 25, 1978-79, dated Decem- 7, 1978 outlines in greater detail the relationship between the school principal, the special education supervisor and the teacher. Under the proposed reorganization, that circular will be fully implemented.

For purposes of administration, the thirty-two (32) districts and high schools will be divided into six (6) regions. Each region will be headed by a Regional Supervisor who will be responsible for the supervision of the special education supervisors assigned to the districts and the high schools. They will report directly to the Regional Supervisor who will be responsible to provide training, monitor their activities, and rate their performance.

For technical assistance in teacher training, program development and curriculum planning, supervisors will call upon the Program Centers. These centers will serve as resources to all supervisors and other field (regular and special education) personnel. The regions will be coterminous with borough lines with the exception of Brooklyn, which will be divided to form one region for north Brooklyn schools and the other for south Brooklyn. Staten Island Schools will have a separate region.

The following districts and high schools will be included in the regions:

Region 1 - Districts 1,2,3,4,5,6; All Manhattan High Schools.

Region 11 - Districts 7,8,9,10,11,12; All Bronx High Schools.

Region 111 - Districts 13, 14, 15, 16, 17; All High Schools listed in Column A below.

Region 1V - Districts 18, 19, 23, 21, 22, 32; All High Schools listed in Column B below.

Region V - Districts 24, 25, 26, 27, 28, 29, 30; All Queens High Schools.

Region V1 - District 31 (Staten Island); All Staten Island High Schools.

Column A (Region 111 High Schools)		Column B (Region 1V High Schools)	
Bay Ridge	Bushwick	Clara Barton	A. Hamilton
Ft. Hamilton	Canarsie	Wingate	FDR
John Jay	East N.Y.	Prosp. Hts.	Dewey
Boys & Girls	Erasmus	S. Shore	Tilden
Westinghouse	F. K. Lane	Maxwell	Murrow
S. J. Hale	Sh. Bay	Redirection	New Utrecht
Grady	Midwood	Madison	
Lincoln		Jefferson	
Brooklyn Tech			
Whitney			
Lafayette			

Regional supervisors will relate directly to district and high school superintendents in order to coordinate special education programs and activities.

The Director for Field Supervision will be responsible for Regional Supervisors. They will report to the director who will provide training, monitor their activities, and rate their performance.

Because of the scope of programs for the blind and deaf, and since the speech program has both categorical and cross-categorical functions, supervisors of hearing, speech and vision programs will be assigned on a city-wide basis. Similarly, city-wide supervision will be provided in programs that serve autistic and profoundly retarded children. These programs are newly developed, with a population which is just entering the school system. They require special training and experience to provide effective supervision. Currently special education field supervisors do not have the expertise which is needed.

Figure 3 represents the organization of the Field Supervision Unit.

The district level organization is illustrated in Figure 4. The total organizational structure of the office of Instructional Program and Services is presented in Figure 5.

Personnel holding leadership positions within the current Bureau structure will be given an opportunity to fill top level positions within the new organization. Individuals who wish to be considered will be invited to submit a letter of interest indicating the position in which he/she wishes to serve as well as a statement of his/her background and experience. All applicants will be given serious consideration. Through the use of current leadership staff in the reorganized structure, stability and continuity will be provided in the transitional and final implementation stages.

FIGURE 3

Structure of the Field Supervision Unit

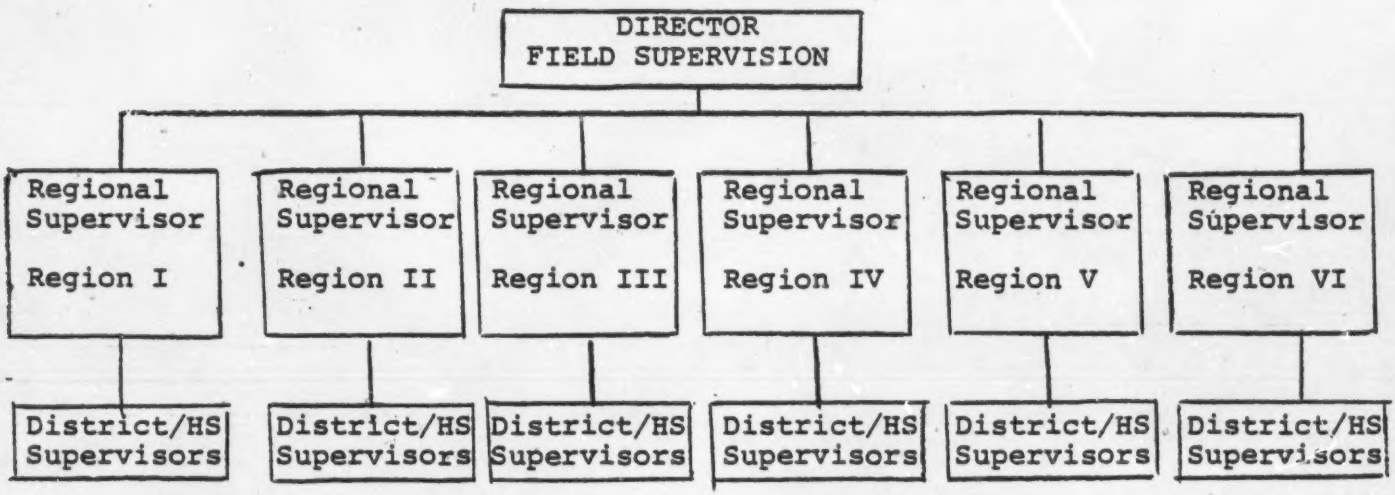


FIGURE 4

DISTRICT ORGANIZATION

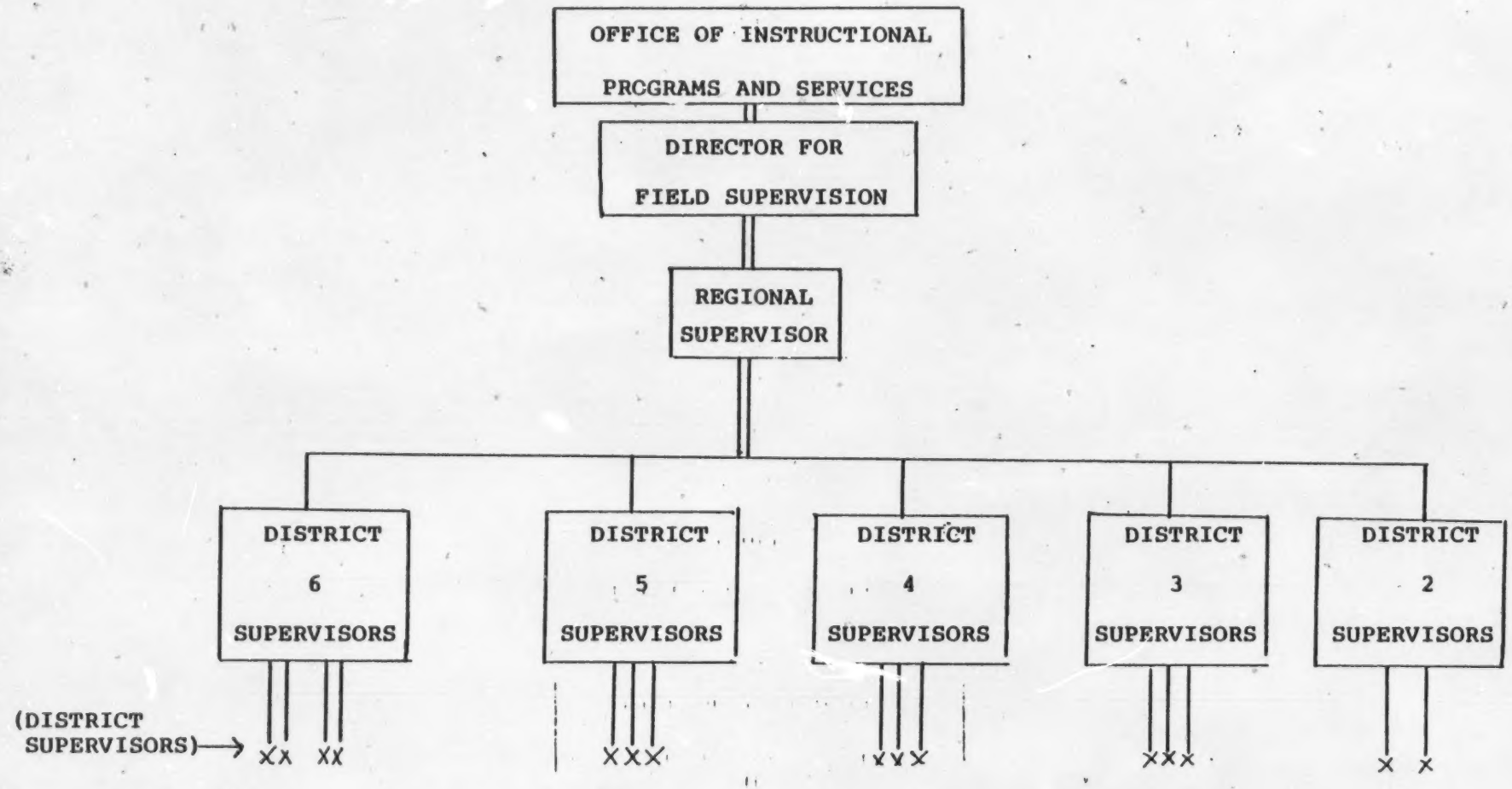
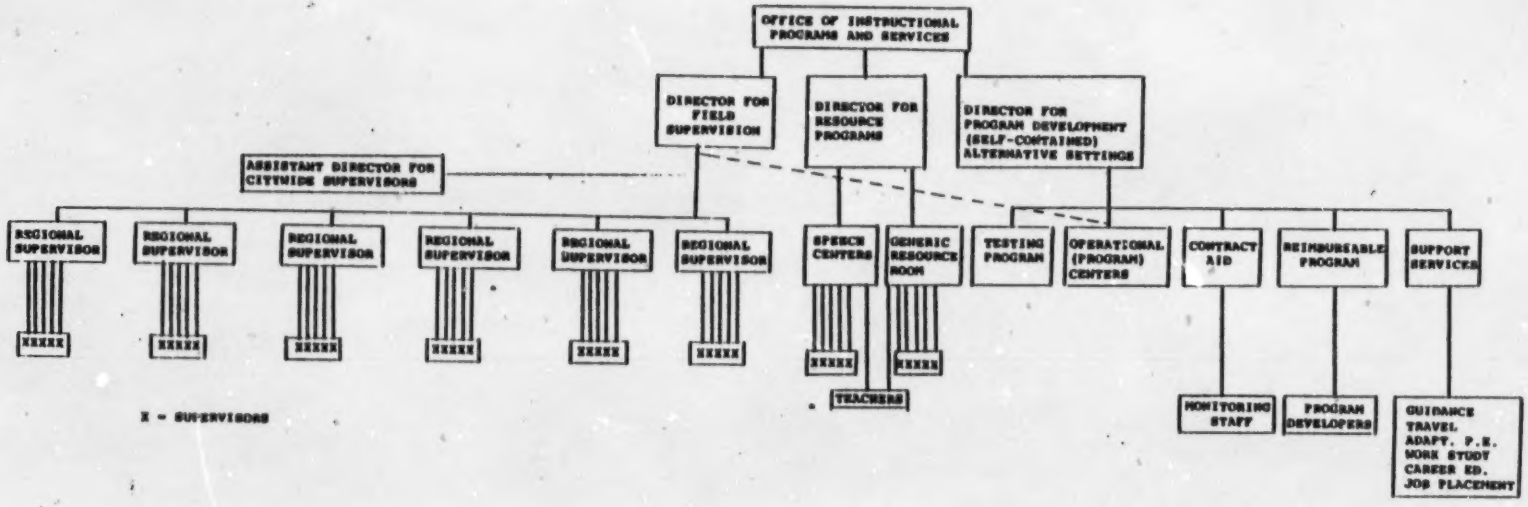


Figure 5

OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES



Staffing Pattern for Special Education Classes

To assure the quality of programs, the following staffing patterns and support services are proposed:

1. Developmental Learning Programs

   Moderately Handicapped:
   Maximum of 10 children with one teacher and a paraprofessional.

   Severely Handicapped:
   Maximum of 10 children with a teacher and three paraprofessionals.

   Basic Support Staff:
   Adaptive physical education teachers; independent travel trainers; speech therapist; guidance counselors; nurses; alternative communication specialists; social workers.

2. Social/Academic Learning Programs

   Elementary:
   Maximum of 12 children* with one teacher and a paraprofessional. Ten children without a paraprofessional.

   Secondary:
   Maximum of 13 children with one teacher and no paraprofessional. Maximum of 15 children with one teacher and a paraprofessional.

   Basic Support Staff:
   Speech therapists; adaptive physical education teachers; guidance counselors and social workers.

* State Education Department variance may be required.

3. Behavioral Learning Problems

   Moderately Handicapped:
   Maximum of 10 children with one teacher and a Paraprofessional. A behavior management specialist provided for every five classes.

   Basic Support Staff:
   A social worker/psychologist for every 200 pupils; guidance counselors; attendance teachers; Human Rights Committee: Parent, psychiatrist and community representatives.

   Severely Handicapped:
   Instructional staff will be the same as moderately handicapped.

   Basic Support Staff:
   Clincial team for every 150 students; guidance counselors; attendance teachers.

4. Language/Communication Programs

Moderately Handicapped:
Maximum of 10 children with one teacher and a Paraprofessional.

Severely Handicapped:
Maximum class size of five children with one teacher and one paraprofessional.

Basic Support Staff:
Speech therapists; alternative communication specialists.

5. Physical/Sensory Development Programs

Moderately Handicapped:
Maximum of 10 children with one teacher and a paraprofessional.

Multiply Handicapped:
Maximum of 8 children with one teacher and paraprofessional assigned.

Basic Support Staff:
Occupational therapist; speech therapists; Adaptive physical education teachers; physical therapists; nurse.

Budget Implications

Salaries

The salary levels of the supervisory and headquarters staff are indicated in the table below:

Salary Levels

Directors	- Level 1V (Equivalent to present Bureau Director's salary)
Regional Coordinators	- Level 111 (Equivalent to present Assistant Director's Salary)
Center Directors	- Level 111 (Equivalent to present Assistant Director's Salary)
Field Supervisors	- Level 11 (Salary and title currently in use)
Program developers; monitors assigned to Contract Aid; teacher trainers; support staff	- Teacher's and guidance counselor's salary. Individuals compensated in accordance with educational preparation and length of service.

Cost of Implementing the Proposed Reorganization of Field Operations

In order to finance the revised structure of the Office of Instructional Programs and Services (formerly Field Operations), the current budget would require an increase of 2.3 million dollars.

Described below is a comparison of the cost of the proposed reorganization with the current structure for instructional programs and services. The comparison has been made by calculating the costs of the educational administrators on Levels 1 through 1V in the proposal and the staff of directors, assistant directors and assistant administrative directors in the current structure.

Costs for the reorganization were minimized by reducing the number of directors (or Level 1V positions) and increasing the number of individuals at the level of assistant director or Level 111. This will provide for greater control and accountability of field supervisors.

An increase in the number of field supervisors by 44 positions accounts for the major increase in cost in the proposed reorganization. The additional positions will reduce the supervisory-class ratio to 1:35 and establish a separate supervisory structure for the high schools. To provide for greater assistance and teacher training at the school level, 100 unit teacher positions have been added. The individuals filling these positions will function as on-site teacher trainers and will be assigned to schools (including high schools) with 12 or more special education classes.

Business and personnel functions now performed by the Bureaus will be assumed by the Office of Finance and Administration. Headquarters positions in the current Bureau structure which are largely business/personnel in nature will be shifted to Finance and Administration.

In effect, expenditures in the proposed structure are being shifted from headquarters positions to improve field supervision and accountability in the districts and high schools.

PROPOSED COST OF REORGANIZATION

Current Structure		Proposed Structure		Increase
19 positions for Directors, Assistant Directors and Assistant Administrative Directors involved in instructional services only		42 positions at Level 1 through Level 1V		
$660,873		$1,170,500	+	$509,627
		44 additional supervisors		
		$528,000	+	528,000
		100 unit teachers		
		$1,238,600	+	$1,238,600
Total Cost	$660,873	Total Cost	$2,937,100	Total Increase $2,276,227

Tasks Essential for Implementation

1. Develop a strategy for implementing the new operational unit structure.

2. Search for and select directors to staff some new operational units.

3. Retrain directors to assume responsibility for programs which they did not supervise previously.

4. Establish procedures which will insure the smooth flow of children from the self-contained classes to the Resource Room program and vice versa. Establish procedures to facilitate the movement of children from self-contained classes to Resource Rooms and mainstream classes.

5. Establish criteria of competence for the selection of field supervisors emphasizing the need for these individuals to adopt and implement DSE's philosophy and objectives.

6. Obtain additional supervisory assistance.

7. Program/Site Supervision for field supervisors.

8. Establish (modify) procedures which will define and clarify the relation of the field supervisor to the district supervisor.

9. Establish an umbrella license in special education. Discussions with the Chancellor, Board of Examiners, Division of Personnel, unions, advocacy groups.

10. Design and implement a "support services program" which works on a cross-categorical basis. Coordinate this program with the school-based support teams program.

11. Clarify the role and responsibility of the Resource Room teacher who will serve as a member of the school-based support team as well as a special education classroom teacher.

12. In-service Training of Staff.

SUMMARY OF PROPOSED PLAN

The recommendations presented above are the result of a concerted effort by the current Executive Staff of the Division. The purpose of the proposed reorganization plan is to strengthen the referral, evaluation and placement process, and the leadership system responsible for instructional programs and services.

The major features of this plan are:

* The development of a school based assessment and placement system;

* The integration of school mental health services within a newly structured Office of Student Support Services;

* The development of a service delivery model for instructional programs which minimizes reliance on categories and enhances the building level delivery of special education services.

The implementation of such a plan will require consultation with all groups involved, carefully developed timetables, in-service training and the procurement of necessary resources in order to be successful.

This draft plan demonstrates the intent of the leadership of the Division to pursue goals which are consistent with sound professional practice, Public Law 94-142, state regulations, and the commitments of the Chancellor and Board of Education to improve the quality of education for all children in the New York City system.

APPENDICES

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APPENDIX-A
SCHOOL BASED SUPPORT TEAM: FORMATION AND FUNCTION
INTRODUCTION

Education has become a complex activity involving classroom teachers in conjunction with teacher specialists, paraprofessionals, school nurses, psychologists, social workers, counselors, consultants, coordinators, and administrators. University staff and community agencies are also frequent participants in the educational process. Parents are evidencing increased interest and a desire to be involved in the education of their children.

Whenever a number of individuals provide service directed to a single person, family, or common program, the coordination of service activities may cause serious problems related to the achievement of compatible or mutually supportive goals, maintenance of adequate communication, and avoidance of a duplication of time and effort. Mental health teams, medical teams, business teams, governmental task forces, and, more recently, educational teams have been developed for the purpose of overcoming such difficulties, thereby enhancing the contribution of the individuals involved.

A group of individuals working as a team can make better plans and decisions, than individuals working independent of one another, with minimal communication or coordination. The purpose of this report is to provide a rationale and set of guidelines for the development and implementation of a cooperative educational plan through the use of the School-Based Support Team.

Special Education has become increasingly aware of the importance of coordinating and upgrading the contribution of consultants and support staff. The School-Based Support Team is believed to be an efficient and time conserving method for utilizing support services with the leaset duplication and role confusion. The team approach is particularly important when services available fall short of either need or demand.

Recent litigation and court decisions have established the principle that educational planning and decisions regarding the placement of handicapped children in special education programs must be consistent with the due process and equal protection clauses of the United States Constitution. Due process requires that all decisions regarding educational placement for handicapped children be consistent with information which is both reliable and valid, and at the same time would stand the scrutiny of the judicial system. It is the right of all handicapped students to receive an education which is equivalent to their peers. Furthermore, it is the right of parents to be informed, to be heard, and to give written consent to plans which affect the educational status of their children.

The equal protection provisions as interpreted in Federal Legislation (Public Law 94-142) require districts to provide adequate educational programs for all children regardless of the degree of their physical, emotional, or mental disability. The same provision requires districts to provide adequate alternative programs for those children unable to profit from regular educational services. The School-Based Support Team, herein described, is designed to assist the district in meeting the requirements of federal and state laws and regulations. It is the primary vehicle through which the Board of Education can insure that (1) consitutional due process is upheld, (2) criteria for placement are neither arbitrary nor capricious, and (3) the decision making process is adequately documented. Further, the School-Based Support Team will serve as a catalyst for changes in the existing educational programs.

The following guidelines have been developed for the School-Based Support Team to coordinate and extend their planning for individual students.

INITIATING A SCHOOL-BASED SUPPORT TEAM

Administrative enthusiasm and support are the primary variables which determine whether or not a team will be able to function at an optimal level. Such support will be demonstrated by facilitative efforts of the administrator to initiate the program, arrange necessary space and time, and participate in, or sustain team decisions. Since team recommendations are advisory in nature, it is the prerogative of the administrator to facilitate and implement the plan. Thus, there must be close cooperation between the team and the administrator of each school.

The entire educational and support staff must be involved in organizing a School-Based Support Team at the initiation stage when rough guidelines are being developed. In secondary schools, whether divided by a house plan, a grade plan or other organizational structure, all members of the staff must be involved with the support team. It is especially important that the teaching staff be acquainted with the rationale of the School-Based Support Team, and that they participate in the planning as it evolves. Once the general outline of the plan has been agreed upon, representative working committees are a more practical way to work out the details rather than attempting to involve the entire staff.

Faculty understanding and commitment have proved to be of great value in those instances where a successful team organization process has taken place. The time to develop that commitment is during the early concept development period, not after the nature and purpose of the team have already been decided. In other words, successful teams do not spring forth as the result of administrative fiat.

The team development process and the team operating procedure should incorporate an evaluation component. As the team evolves, it is important that it be sensitive to the needs of the total educational staff. Formal feedback at regular intervals should be incorporated. The efficiency of the referral process, the apparent usefulness of team decisions, and the supportiveness of the team in providing on-going service to classroom teachers and students should be assessed by the staff. The responsiveness of the team to the needs of students and parents should be examined, as well, through a process of self-evaluation.

A routine follow-up and review of all team plans and decisions will provide some of this feedback, as well as an opportunity for self-evaluation which is so important to the optimal development of the team.

The manner in which this routine review may be incorporated into the regular operation of the team will be discussed further in a later section of the guidelines.

GOAL OR PURPOSE OF THE SCHOOL-BASED SUPPORT TEAM

Defining the purpose of the School-Based Support Team necessarily begins with the earliest staff discussions. The purpose or goal of the team should be related to the identified needs of the staff and students of each school. Goals will vary from school to school, and are subject to review and reformulation as needs change and experience is gained.

Purposes expressed by successful teams range from general to specific. General purposes have included:

"Adapting school policies and norms to meet the needs of the child."

"Coordinating and streamlining the work."

"Identifying program and/or curricular needs."

More specific purposes have included:

"Deciding special education referrals."

"Deciding what service an individual student needs."

"Purpose: To provide support services to the classroom teacher for meeting the needs of individual students."

"Objectives: To bring together staff members having specialized responsibilities to coordinate efforts to meet

special student needs; to improve communications among team members; to more effectively utilize resources, both within and outside the school setting; to share decision-making responsibility.

"Functions: Gather and share information; analyze needs; propose alternatives; and take appropriate action."

Secondary and elementary schools have reported little difference in the variety of purposes served by their School-Based Support Teams. In both situations students with problems of behavior and/or academic progress made up the bulk of referrals to the team. In both instances, the team was primarily concerned with adjusting programs, finding alternative programs, and making referrals to other facilities. The secondary teams are more often concerned with problems of attendance, cutting classes, and drug related problems. More time may be needed in secondary school team meetings to develop policies, plan teaching programs, and organize school-related functions.

TEAM COMPOSITION

Team membership will include classroom teachers as well as other supportive staff. This constitutes a special problem for secondary schools where the number of personnel serving each child may be large. The number of classroom teachers routinely serving each child greatly increases the problem of obtaining adequate teacher input at team meetings. Where secondary programs are organized on a grade level, house level, or alphabetically divided plan, it may be necessary to have several team nuclei to serve all students in the school.

The membership of the School-Based Support Team will vary and should reflect the staff and services in the individual school. Teams can include school social workers, counselors, principals, assistant principals, nurses, psychologists, special education teachers, and neighborhood workers, as well as the parent of the child in question. Ad hoc members most frequently called upon are regular classroom teachers and special education teachers.

Administrators, counselors, and social workers are common denominators in most secondary teams. It is recognized that teachers appear frequently as ad hoc members, but in order to sustain the cooperation and participation of the entire staff, it is imperative that permanent, on-going teacher representation exist on each team.

TEAM LEADERSHIP AND COORDINATION

School-Based Support Team efficiency and effectiveness is generally agreed to be closely correlated with the effectiveness of team leadership and coordination. Structure and operating procedures must be developed to direct team participation and involvement in order to bring optimal service to children. The leadership responsibility for directing the team to accomplish specified objectives should be clearly articulated. The designated leader must have building administrator support.

Ingredients for good leadership of the support team include:

- -Available time for coordination;
- -Knowledge of group dynamics and group process;
- -Ability to elicit the expertise of team members, to keep the discussion relevant, and to bring closure when adequate information has been presented.

It should be re-emphasized that team efficiency without clearly designated leadership is very difficult.

ROLE DEFINITION OF TEAM MEMBERS

Aside from the designated leader, team roles may be quite flexible and changing. A high degree of group cohesiveness, trust, and mutual respect must develop before a team can truly function. This process takes time and requires that self-discipline be exercised by each member. Roles begin to merge as the experience, personality, particular interests, and professional training of each enriches the other team members.

There can be no equivocation about the responsibility for specific tasks within the team. Record keeping, implementation of team decisions, and follow-up may be volunteered, or assigned by the team, but responsibility must be clearly identified. The requirements of the problem, the judgment of the team, and the work load of each member should determine the roles and tasks of team members at any particular point in time. The professional training of the team member may be a secondary determinant.

It has been recommended that clerical assistance be available to the team.

If the principal does not meet with the team, it is important that review and approval be obtained for plans requiring administrative involvement and facilitation.

TEAM PROCESS AND PROCEDURE

So that the work of the team can proceed smoothly, certain routines and lines of communication must be established. After the purpose and function of the team have been agreed upon and the staff is aware of the problems appropriate for team consideration, it is then necessary to clarify and facilitate the referral of problems to the team.

REFERRAL

In schools with support team operations, any staff member may request a meeting following the guidelines for team consideration. Requests commonly originate with teachers. All staff, however, should have an expeditious, convenient, and non-threatening procedure for seeking team assistance. Early requests and preventative action are preferable to an excessively cautious screening procedure. Staff members knowing the child or having a contribution to make should come prepared in advance, and be expected to participate within their time allotment.

AGENDA

It is useful to have a formal agenda for team meetings. The agenda should be in the hands of all team members sufficiently in advance of the meeting to permit careful preparation by each staff member knowing the child, so that pertinent, concise data may be presented to the team. A standard outline or form will be developed to assist team members in their preparation for the meeting.

Time limitation factors to be observed by school based support teams include:

-Team meetings during a specified time within the school day;

-Each team member should have a maximum time allotted;

-The team leader should control extraneous and delaying interruptions.

A clear initial definition of the problem will avoid duplication and result in better preparation, sharper, more concise contributions, and more appropriate decision-making.

MEETING FREQUENCY

Most frequently, teams meet on a weekly basis. A regular meeting time is recommended to improve the functioning of the team.

School-Based Support Team discussions may run from a minimum of fifteen minutes per student under consideration to a maximum of an hour and a half. The time required will naturally reflect the complexity of the questions placed

before the team, the degree of prior preparation, and the team leadership and organization. Routine follow-ups, or decisions not requiring program development or individualization of service to students can be covered more quickly.

FOLLOW-UP OF TEAM RECOMMENDATION

The review of team recommendations at regular intervals is an important aspect of the team procedure. Only if this review is included in the routine organizational structure can there be any certainty that the recommendations will be carried out as intended by the team, or modified to bring about the desired result. The team must have feedback regarding the practicality and effectiveness of its work.

To insure a follow-up review of each child or problem presented to the team, it is necessary to assign responsibility for reporting the results of services provided to appropriate team members. The specific nature of the follow-up information desired, the date by which the report is to be completed, and the team member assigned responsibility for follow-up should be recorded in the team summary. A form with a due date, outlining the necessary information, should be handed to the professional responsible for making the review presentation to the team. The team leader should maintain a control list of follow-up review dates and be responsible for the inclusion of reviews on the team meeting agenda.

PARENT INVOLVEMENT

It is essential to include parents in team planning.

Parents can make a marked contribution to team understanding of their children. Careful planning with parents will result in their effective participation.

PROBLEMS OF SCHOOL BASED SUPPORT TEAMS

Procedural Issues:

- -Finding time to meet
- -Scheduling problems
- -Establishing priorities
- -Obtaining full attendance and getting staff to meetings on time.

Leadership:

- -Lack of strong leader-coordinator
- -Tendency for members to make unilateral decisions
- -Absence of administrators or their delegates

-Insufficient understanding of program options by leadership.

Staff:

-Reluctance of teachers to use the team

-Failure of staff to follow agreed upon plan

-Mistrust or misunderstanding of team purpose and functions

-Failure to relieve classroom teachers for team participation.

Communication:

-Lack of feedback to rest of staff

-Breakdown of communication between team members

-Unclear agenda

-Failure to follow up on children.

SUGGESTIONS FOR IMPROVING TEAM FUNCTION

Suggestions for team improvement reflect a concern about the problems identified in the preceding section. However, it is important to underline some of the points made. Administrative support, regularly scheduled meetings, permanent teacher representation, better involvement of parents, participation by all who work with the child, a comfortable physical facility for meetings, established leadership roles, early requests for assistance, clear understanding of team goals by all staff members, formal agenda, adequate preparation for the meeting, a recorded conference summary, school staff knowledgeable about the support team approach, and involvement of additional specialists are necessary conditions to successful team functioning.

SUMMARY

INITIATING A SCHOOL BASED SUPPORT TEAM

Administrative support is essential. Parents should play an active role in the planning stages. Total teaching, administrative and support staff should be involved in the initial organizational planning; selected representatives may work more efficiently in preparing detailed and specific procedures.

Outside consultants and representatives of existing teams, when available, are useful to assist in making the team functional and to provide a monitoring and feedback service as the team becomes operational.

Successful teams do not usually result from an administrative order.

The organizational plan should incorporate an evaluation component.

PURPOSE AND OBJECTIVES OF SCHOOL BASED SUPPORT TEAM

Purpose will vary somewhat from school to school. Generally, schools have defined their purpose as "providing improved support services to the classroom teacher for meeting the needs of individual students." This is accomplished by (1) bringing "together staff members having specialized responsibilities to coordinate efforts to meet special student needs," (2) improving "communication among team members", (3) effectively utilizing resources, both within and outside the school setting, and (4) "sharing decision making responsibility."

SCHOOL BASED SUPPORT TEAM COMPOSITION

Membership will reflect the staff composition and services of the local school. A broad interdisciplinary representation is desirable.

Most teams will have a permanent core of members with an ad hoc membership which will vary according to the purpose of a particular team meeting. Parent involvement is critical.

Classroom teachers should always be represented on the core team.

TEAM LEADERSHIP AND COORDINATION

The nature and skill of the leader will determine team efficiency and effectiveness.

There should be no ambiguity about the person designated as leader.

The leader-coordinator should have time made available, should demonstrate some knowledge of group dynamics and group process, and will need to develop a number of special skills.

ROLE DEFINITION OF TEAM MEMBERS

Requirements of the team tend to determine role more than professional training. A broad multidisciplinary representation, however, is valuable.

It is important that tasks such as record keeping and recording be specifically assigned.

The follow-up work to implement the team decision must be specifically assigned by the team.

Clerical assistance may be helpful to the team leader.

TEAM PROCESS AND PROCEDURE

The entire staff of the school should be apprised of the procedure for seeking team assistance. Forms to facilitate this process are necessary.

A formal agenda is necessary if the meeting is to be well planned and staff are to have an adequate opportunity to prepare their contribution.

A time for the school based support team meetings should be provided within the established school day.

A time limitation for the meetings is essential. This may vary depending upon the purpose of the meeting, and the number of contributors in attendance. Each team member should know in advance how much time will be allocated to him or her. The team leader is responsible for holding to the time limitation.

Regular team follow-up of problems previously discussed is essential to maintain the integrity of team decisions and provide feedback about their practicality.

PARENT AND COMMUNITY INVOLVEMENT

Parents must be informed of the team meeting in order to have the opportunity to attend. Their involvement is a necessary contribution to the solution of the problem.

It is often helpful to include members of social agencies involved with students being discussed.

IMPROVING TEAM FUNCTION

Team procedure must be continually revised and refined. Regular team evaluation meetings serve an important purpose in renewing objectives and revitalizing team operation.

APPENDIX B

SCHOOL BASED SUPPORT SERVICES

SEQUENCE OF EVENTS	PARTICIPANTS
(1) Initial consultation between regular education teacher and parent	(1) Parent and Teacher
(2) Informal request for consultation by members of School Based Support Team (SBST)	(2) Teacher requests suggestions for ways to deal with perceived problem
(3) a. Request for Assistance Form completed (formal)	(3) a. Parent, teacher, etc. can formally request assistance through the principal
b. Parent participation request form sent along with explanation of procedural safeguards.	b. Team Coordinator ensures (via log system) that notice is sent to parent
c. Collect for review existing educational (school) and health information	c. Team Coordinator requests background information from "key" participants (including parents that could assist the Team in understanding the perceived problem and assisting in resolution of same)
d. School Based Support Team meeting held	d. Team Coordinator, teacher of child, parent, principal, SBST members and others as determined necessary
e. Outcomes of Meeting	e. Record kept of meeting
1. Mental Health Consultation to regular classroom teacher or child	1. Parent permission (written) required for direct service to child
2. Change in child's classroom or curricular modification	
3. Refer for evaluation to determine if child has special needs	3. Parent consent (written) required for evaluation

APPENDIX B

SCHOOL BASED SUPPORT SERVICES

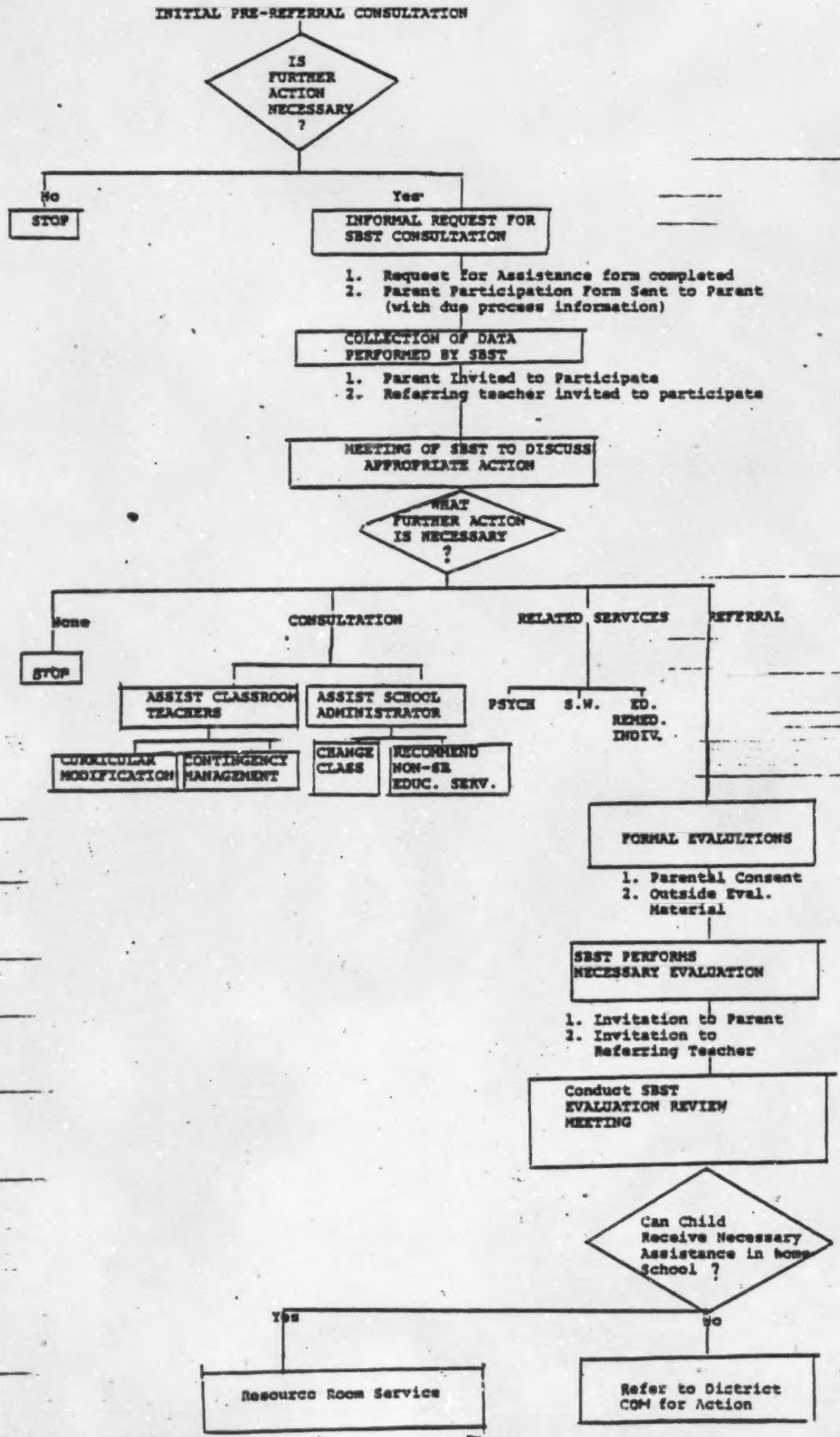
SEQUENCE OF EVENTS	PARTICIPANTS
(4) Evaluation Process Initiated	(4)
a. Parental consent and input	a. Team coordinator must secure written consent
b. Extent of evaluation determined	b. Components and personnel to perform evaluations identified
c. Conduct evaluation	c. Personnel identified in (b)
(5) Conduct SBST review	(5) Appropriate members gather evaluation results
(6) Determine CHILD'S NEEDS and STRENGTHS	(6) Parents and Team members involved (Parents kept informed of their procedural safeguard rights)
IF CHILD IS:	
a. NOT HANDICAPPED	
1. Determine alternative regular education program	
2. Determine Supportive Services	
b. HANDICAPPED	
1. If School Based Support Services are appropriate:	
a. Determine special school based resources	
b. Determine support services	b. Parent permission required for placement
2. If school based support services ARE NOT appropriate-process to district COH for consideration of self-contained or more restrictive setting.	

APPENDIX B

SCHOOL BASED SUPPORT SERVICES

SEQUENCE OF EVENTS	PARTICIPANTS
(7) Placement approved for self-contained setting, then: a. ** Site offered immediately b. Transportation provided if determined necessary ** Sites offered based on following priority: 1. In building of referral 2. In contiguous building 3. In district 4. In contiguous district 5. etc.	(7) COH and Administrative Unit personnel work closely together

FLOWCHART OF SBST ACTIVITIES



APPENDIX C

Criteria For Placement In Programs

Introduction

All full instructional programs will be divided into five major areas. Within each area a further continuum of classrooms based on student performance and instructional needs will be represented. Of importance here is the practice of placing students individually in classrooms most suitable to their instructional deficits, not isolated handicapping conditions. Therefore, one may expect to see students with different handicap labels in the same class, when their instructional needs are homogeneous. Also, within the discrete program areas, there may well be more variance between the students within a given program than between the five program areas.

Developmental Learning Programs

- Marked delay in learning to speak and/or walk.
- Limited motor development and social awareness.
- May require supervision in eating, traveling, hygienic skills, home living and environmental skills.
- Present minimal emotional problems with no significant behavior disorders.
- Children who fit the description of multiply handicapped who are more than moderately mentally impaired.
- Students who require placement in sheltered workshops.

Social/Academic Learning Programs

- Students who function near normal intellectual levels as determined by a psychological examination.
- Children with moderate and severe learning difficulties.
- Absence of significant emotional or adjustment problems.
- Moderate impairment in receptive - expressive language skills involving reading, writing, speech, mathematical calculations.

Behavioral Learning Programs

- Determination by a multi-disciplinary team that the child has a behavioral impairment that significantly interferes with educational performance.
- Students' social emotional behaviors are significantly discrepant from peers.
- Children who have been in residential treatment at state hospitals, are involved in out-patient treatment at state hospitals, or other facilities, and district children who would benefit from this type of program. Must be able to function in a small group setting without presenting a danger to themselves or others.

Language/Communication Programs

. Severely impaired communication disordered autistic or autistic-like children.

. Delayed in ability to receive or express language (4 year delay) secondary to neurological impairment and possibly complicated by hearing loss and/or psychosocial factors related to environmental language deprivation. (Not primarily mentally retarded, deaf, emotionally disturbed or non-English speaking.) Unable to progress in a less restrictive environment.

. Severely Learning Disabled in language area, expressive or receptive.

Physical/Sensory Development Programs

. Deaf - Has not demonstrated the capacity to develop language through the auditory channel, with or without amplification. (Loss of 80 decibels.) Cannot function in a less restrictive environment.

. Blind - Includes legally blind.

. Deaf/Blind children.

. Certified conditions such as cerebral palsy, muscular dystrophy, spina bifida, etc. Must be so seriously disabled that the relatively minor adjustments of the regular health conservation class could not possibly serve the complex needs of these children.

. Certified physical/emotional disability which makes it impossible for child to attend school. Such condition documented by medical reports of treatment agency or private physician.

. Students with characteristics listed above who are mildly mentally impaired.

APPENDIX D

Current Programs Which Will Be Included In New Centers

In an effort to provide a frame of reference for the handicapping conditions that will be served in each Program Center, the following list has been developed. When the Program Centers are organized, however, these labels will not be used.

Developmental Learning Programs

- Delayed Learners (Early Childhood)
- TMR
- Track IV Severe
- Track IV Profound
- Multiply Handicapped (as per Commissioner's regulations)
- Doubly Handicapped

Social/Academic Learning Programs

- EMR - Lower Functioning
- HC-30 - Lower Functioning
- MLI - Moderately Language Impaired
- Readiness

Behavioral Learning Programs

- NIEH
- CEH - Day Schools
- CRMD - EH

Language/Communication Programs

- Severe Language/Hearing Impaired
- Autistic
- Severe Learning Disability in Language Area

Physical/Sensory Development Programs

- HC 10/20
- JHS 47
- Deaf
- Blind
- Hospital Schools
- Home Instruction